

## Appendix 4: Framework for the Classification on Leadership for a Public Purpose

The framework for the Leadership for Public Purpose classification makes this goal a desired institutional outcome of colleges and universities. It reflects institutional missions that claim to positively impact society. Effective leadership for public purpose transcends functional or instrumental leadership (i.e., personal career or political gain or narrow business or organization outcomes) in pursuit of collective public goods like justice, equity, diversity, and liberty. Leadership for public purpose can be manifest in all realms of social life—private business, public and nonprofit institutions, neighborhood and community life, professional associations, civil and government institutions, religious institutions, and more. Institutions earning the Carnegie classification will demonstrate a commitment to leadership for a public purpose through their investments in leader development; development of ethical and moral judgement; and development of the critical thinking necessary to understand systemic and cultural aspects of power and privilege within which all leadership resides.

Campuses that are committed to leadership for public purpose enhance the learning, teaching, and research mission of their institution by: developing leadership abilities in all institutional stakeholders; contributing to the public scholarly understanding of leadership as a public good and the sociopolitical contexts, systems, and practices within which all leadership resides; and preparing students for lives of leadership for public purpose in their careers, communities, and the broader society.

Throughout the application, schools will have the opportunity to answer all the sections that are applicable to their campus and context in order to provide evidence of their commitment to leadership for a public purpose. No single question will be used as a litmus test to achieve the designation, but campuses will be encouraged to undergo a process of self-evaluation by whichever process they find more effective. The sections found throughout the application are:

## **I. Foundational Indicators**

Foundational indicators are those that best illustrate a broad and deep commitment to leadership for public purpose in the institution's policies, operating norms, and routines, as well as organizational activities and practices. Subsections include:

### **a. Institutional Identity and Culture**

Sample question: Describe how leadership is explicitly a part of your institutional mission or vision. Use direct quotes from the mission and vision as evidence.

### **b. Institutional Communication**

Sample question: Describe how the institution emphasizes leadership for a public purpose as part of its brand message. For example, in public marketing materials, websites, or admissions packets.

### **c. Institutional Infrastructure and Resource Allocations**

Sample question: Describe the structure, staffing, and purpose of the coordinating infrastructure (e.g., center, office, network or coalition of centers) for leadership on your campus. If the campus has more than one center coordinating leadership, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional commitment to leadership.

### **d. Human Resources**

Sample question: Describe the professional development for employees related to leadership that is provided or supported by the institution. Provide examples (e.g., workshops, mentoring, self-directed learning resources, courses).

### **e. Institutional Assessment**

Sample question: Describe systematic campus-wide assessment mechanisms to measure the outcomes and impact of the institutional commitment to leadership.

### **f. Institutional Alignment**

Sample question: Describe how the institution's commitment to leadership for a public purpose directly contributes to student recruitment.

## **II. Leadership Curriculum**

Curricular leadership is integrated into credit-bearing coursework. Curricular leadership may approach leadership from a wide variety of theoretical and educational perspectives (e.g., leader develop-

ment, study of leaders, systems of leadership, leadership in cultural context).

Sample Question: Describe the availability of leadership courses to students.

### **III. Leadership Co-Curriculum**

Co-curricular leadership is integrated into the non-credit-bearing educational activities of the institution. In order for an educational activity to be considered co-curricular it must have well-articulated learning outcomes, clearly structured and developmental approach to learning, and assessment of student learning. Social or extracurricular activities that do not have these essential elements are not co-curricular.

Sample question: Describe the availability of co-curricular leadership offerings to students.

### **IV. Leadership Pedagogy**

Leadership pedagogy is educational methodology in curricular and co-curricular leadership offerings.

Sample question: Describe the training and professional development required of any faculty member offering leadership courses and/or co-curricular leadership offerings.

### **V. Leadership Scholarship**

Leadership scholarship and professional activity reflects the creation of new knowledge about leadership in post-secondary institutions.

Sample question: Describe how the knowledge produced through scholarship and professional activities focused on leadership is used in the institution.

Campuses that complete the application will undergo a transformative self-examination of their current practices, policies, and institutional approach to leadership education and development. Once campuses submit their applications, a panel of expert reviewers will evaluate each one by considering their answers in alignment with their context and subsequently offer their recommendation on awarding the designation of Leadership for Public Purpose.

To access the full application and join the Leadership Reckoning, go to [www.doerr.rice.edu](http://www.doerr.rice.edu).